

GUIDE STEPS FOR SCHEDULE F-1
(Schedule F-1 is used for file reviews)

Form F-1 is used for student file review. It contains the major elements that constitute the provision of a free appropriate public education (FAPE) for students with disabilities. Sample selection is by stratified random sample in larger agencies and by entire population in small agencies. The following is a guide for the number of files to review using the F-1.

No. of special education students	Less than 10	11-100	101-250	251-500	501 or more
No. of files using F-1	All	10-15	15-25	25-35	35-50

Information from all completed F-1s must be transferred to an F-1 summary. If a computer is used for data entry, the program will automatically insert the information into the Fi summary and the Summary of Findings. If data are to be recorded by hand, the information from the F-1 summary must be transferred to the Summary of Findings by hand.

Step 1:	On the F-1, record the demographic information requested. If the student does not have a census number, use the birthdate and initials. Obtain the census category from the most recent census submitted to the ADE.
Step 2:	Conduct the file review and record the information using the following codes: I = In compliance O = Out of compliance U = Unreported
No Citation	In order to meet the parent notification requirements, the Local Education Agency (LEA)) must ascertain the primary language of the home (PLH). Method: Review the file for the language of the home as indicated by the parent and write the language in the space provided on Schedule F-1. You may use any parent source (registration, developmental history, language survey), but do not use a secondary source such as the evaluation report summary.
No Citation	In order to properly evaluate and educate the student, the LEA must have knowledge of the language proficiency of the child. Method: Mark U if language of the home is English. If PLH is other than English, verify that the LEA has identified in which language the student is proficient. Look for the results of language proficiency testing. This may not be found in the special education file and could be accessed in cumulative or LEP files. Specify the language proficiency of the student in the space provided on Schedule F-1.

V.B.1.d	<p>The LEA must maintain a record of who has reviewed each student's file. The record should include the name of the party, the date access was given, and the purpose for which the party was authorized to use the records.</p> <p>Method: Determine if an access sheet is in the file to be reviewed and that the sheet contains the required components listed above. Access sheets must be in the file prior to inspection in order for this item to be in compliance. This item cannot be marked U.</p> <p>If no access sheet is in the file, mark the item in non-compliance, obtain an access sheet, sign it, and insert it into the file.</p>
EVALUATION/REEVALUATION	
II.B.1	<p>An evaluation that is less than 3 years old must be on file.</p> <p>Method: Review the file for a current evaluation report. If no current evaluation is found mark this item O and enter U on the remainder of the Evaluation Section. This item cannot be marked U. THIS IS A REMOVAL FROM CENSUS ITEM. Enter the census number on the F-10.</p>
II.B.2	<p>Eligibility determination occurs at the end of the evaluation process and this date determines the due date for reevaluation.</p> <p>Method: Locate the most recent eligibility statement and enter the date. This may be found as a statement within the team evaluation report or as a separate MET/IEP team eligibility form.</p>
II.B.3	<p>The most recent eligibility determination must be within 3 years of the prior eligibility determination. If there is no evidence of prior eligibility, enter U.</p> <p>Method: Locate the previous eligibility determination. Compare the date of the previous eligibility determination with the most recent determination. Even one day beyond 3 years constitutes non-compliance</p>
II.B.4	<p>A multidisciplinary evaluation team (MET/IEP) which includes the required participants conducted the evaluation and determined eligibility.</p> <p>Method: Review evaluation information to determine that a team of persons including parents, evaluators, regular education teachers, special education teachers, and related service providers (if appropriate) completed the assessment. In the event the MET/IEP team reached its decisions without a meeting, substantial documentation of appropriate input is required.</p>
MET/IEP team reviewed the minimum existing evaluation data	
II.B.5.a	<p>Evaluations and information provided by the parents</p> <p>Method: Determine if there is evidence that the parent provided information to the team OR that the LEA made efforts to request information from the parent. This may be a review of parent information provided through a questionnaire or documented statements that gathers information about developmental, medical, functional and other pertinent information.</p>
II.B.5.b	<p>Current classroom-based assessments and performance in the general curriculum</p> <p>Method: Determine if the team considered information related to classroom assessment such as reported quarterly grades, portfolio information, or anecdotal records.</p>

II.B.5.c	<p>Teacher and related service provider observations</p> <p>Method: Determine if the team considered observational information provided by any teacher or related service provider. This may include information related to peer relationships, work habits, motivation, and/or self-esteem.</p>
II.B.5.d	<p>Formal assessments such as state or LEA-wide assessments</p> <p>Method: Determine if the team consider performance on assessments conducted within the LEA environment including the AIMS and SAT 9.</p>
II.B.6.a	<p>The team determined that the existing data were sufficient OR they determined that additional data were needed</p> <p>Method: Determine if the team discussed and made a determination about the need for additional data. At a minimum, this includes the requirements for each disability category.</p> <p>Examples of compliance:</p> <ol style="list-style-type: none"> 1. The team completed an eligibility determination form that includes the required disability components; 2. The present levels of performance of the child as described in the text of the evaluation report includes the required disability components; 3. The report includes a summary eligibility statement that includes the required disability components. <p>If <u>no further data were to be collected</u>, go to II.B.8 and U II.B.7.a-c.</p> <p>If the team decided to <u>collect additional data</u> continue with II.B.7.a.</p>
II.B.6.b	<p>For reevaluations only: If the team determined that existing data were sufficient, the parents were informed of the reasons for that decision and their right to request additional data.</p> <p>Method: There must be a record of the parents being informed of the reason for the decision and their right to request additional data. This could be documentation of a conversation or letter, and does not need to be (but may be) in the form of a Prior Written Notice.</p>
If additional data were needed	
II.B.7.a	<p>Parental consent or documented efforts to obtain consent</p> <p>Method: Determine documentation of parental consent. Parental consent must be obtained prior to new individual assessment in the initial evaluation for an initial. In the case of a reevaluation, if the LEA attempted (but failed) to obtain consent and documented those efforts, this item can be marked in compliance.</p>
II.B.7.b	<p>Identified data were collected within 60 days.</p> <p>Method: Locate the PWN or other document that identified the additional data to be collected. Determine if the data were collected in a timely manner.</p>

II.B.7.c	<p>For a child who is limited English proficient (LEP), appropriate strategies were used in the data collection to ensure reliable information</p> <p>Method: Determine if an evaluator fluent in the language of the child gathered information OR an interpreter was used OR that tests were selected that did not depend upon language proficiency.</p>
The evaluation report includes documentation of the following:	
II.B.8	<p>The student was assessed in all areas related to the suspected disability, including behavior, assistive technology, vision and hearing and, for a preschool child, a comprehensive developmental assessment (CDA).</p> <p>Method: Determine the vision and hearing status of the child was known prior to beginning any evaluations. If any behavioral issues or assistive technology needs were assessed during the evaluation.</p> <p>Determine if all of the concerns raised during the review of existing data were sufficiently addressed and that all requirements for eligibility within specific categories have been considered and documented.</p> <p>For a preschool child, determine if all of the developmental domains (cognition, language, motor, personal/social, and adaptive) were addressed in the evaluation. Criterion referenced or norm referenced instruments may be used but instruments designed for screening purposes do not meet the requirement.</p> <p>If this item is out of compliance, mark items II.B.9.a-c with a U.</p>
II.B.9.a	<p>Present levels of performance of the child</p> <p>Method: Locate documentation of the effect that the disability has on the child's educational performance including progress in the general curriculum (AZ Academic Standards). For a preschool child, this means the general developmental progress of the child.</p>
II.B.9.b	<p>Identification of the educational needs to access the general curriculum</p> <p>Method: Determine if the MET identified the educational needs of the child.</p> <p>Examples of compliance:</p> <ul style="list-style-type: none"> Roy needs to have specialized instruction in reading comprehension and reading decoding. Mobility training will need to be provided to Roy at school and on the bus. Roy needs help redirecting his anger. Roy would benefit from an assistive communication device during language arts.
II.B.9.c	<p>For reevaluations, if any additions or adaptations to the special education or related services were needed for the student to meet annual goals and participate in the general curriculum.</p> <p>Method: Determine if the MET/IEP team considered the rate of progress the student was making toward annual goals and in the general curriculum. If progress was deemed insufficient, determine if the team recommended additions or adaptations to the services.</p>

II.B.9.d	<p>The impact of educational disadvantage including lack of instruction in reading or math.</p> <p>Method: Determine if the team documented their consideration of educational disadvantage. There should be a clear statement of the consideration within the report. A checkmark is sufficient ONLY if there is no evidence of educational disadvantage.</p>
II.B.9.e	<p>The impact of limited English proficiency on progress in general curriculum.</p> <p>Method: Determine if the team documented their consideration of language proficiency. There should be a clear statement of the consideration within the report. A checkmark is sufficient ONLY if there is no evidence of limited English proficiency.</p>
II.B.10.a	<p>The team determined if the child has a specific category of disability.</p> <p>Method: Locate documentation of the team's decision regarding disability in compliance with federal and state requirements for each category. This decision cannot be made by an individual.</p> <p>Judgement must be followed on this item without second-guessing the MET/IEP team. Non-compliance calls on this item should be clearly substantiated.</p> <p>Examples of non-compliance:</p> <ol style="list-style-type: none"> 1. A student classified as SMR whose reevaluation indicates performance of the student is less than four standard deviations below the mean on a test of intelligence; 2. A student classified as SLD for language when the student's language difficulties are the result of a hearing loss; 3. A preschool child classified as PSL when the CDA indicated a significant delay (greater than 1.5 SD) in cognition.
II.B.10.b	<p>The team determined if the child needs special education and related services</p> <p>Method: Locate documentation of the eligibility for special education based on the presence of a disability and the need for specialized instruction.</p> <p>The date the team documents these decisions becomes the new eligibility determination date from which to measure future triennial reevaluation due dates. Determine if the written report includes salient information related to the eligibility determination and category of disability.</p>
II.B.11	<p>The category of disability as identified by the MET/IEP team agrees with the category of disability entered on the census.</p> <p>Method: Compare the MET/IEP team eligibility determination with the most recent ADE census report to ensure the student is being reported correctly. If a student who should be on the census is not, notify the LEA – this does not affect their compliance for monitoring purposes.</p>

Individualized Educational Program	
III.B.1.	<p>There is a current IEP.</p> <p>Method: Record the date of the most recent IEP. If the IEP was developed or revised less than 365 days prior to the date of the file review, the IEP is current. All others are in non-compliance. This item cannot be marked U. THIS IS A REMOVAL FROM CENSUS ITEM until an IEP is in effect. If there is no IEP, all other components pertaining to IEP development will be marked U. Enter the census number on F-10</p>
III.B.2	<p>Each IEP is reviewed/revised at least annually.</p> <p>Method: If there is no other IEP in the student's folder mark this item U. If another IEP exists, enter the date of the previous IEP in the space provided. Compare that date with "Date of current IEP" to determine if a review of IEP was conducted at least annually.</p> <p>Example: 12/4/00 to 12/4/01 = In compliance 12/4/00 to 12/5/01 = Not in compliance</p>
III.B.3	<p>IEP team included the following participants:</p> <ol style="list-style-type: none"> 1. One or both of the child's parents; 2. At least one regular teacher of such child (if the child is, or may be participating in the regular education environment); For preschool, this might be a day care provider, Head Start teacher, LEA preschool teacher or a kindergarten teacher. 3. At least one special education teacher or special education provider; 4. A representative of the LEA who is qualified to provide or supervise the provision of special education, and knowledgeable of general curriculum and availability of resources (must have authority to commit the resources needed to implement the IEP); 5. An individual who can interpret instructional implications of evaluations; 6. Other individuals, at the discretion of the parent or LEA; 7. The student when appropriate; 8. The student when transition services are being considered; and 9. A representative of any other agency that is likely to be responsible for providing transition services. (See Item III.B.10.b in the Guide Steps for the F-2 for additional information) <p>The roles indicated in 1-5 above must be fulfilled. Members of the IEP team may fulfill more than one role if they hold the appropriate credential, knowledge, or authority. The signatures on the IEP should reflect the roles represented at the meeting even if one person signs more than once.</p> <p>Method: Review the IEP to determine if required participants attended the IEP meeting or participated in an alternate method such as a teleconference. Indicate in space provided those participants who were not involved. If the parents did not attend the meeting and no meeting notice is in the file and no follow-up attempts were documented, an IEP meeting did not take place. In that event, it is necessary to determine if the previous IEP is still in effect (less than 365 days old). If so, that IEP becomes the current IEP and should be reviewed for compliance. If not, there is no current IEP and item III.B.1 should be marked in non-compliance. The remainder of the IEP Section would be marked U. This is a removal from census item until an IEP is in effect. Enter census number on the F-10.</p> <p>The exception to the parent rule is for a student aged 18 or older who has not been declared incompetent. In that event, if the student is present, the IEP meeting is valid.</p>

The IEP includes:	
III.B.4.a	<p>The IEP for each child includes a present level of the child's educational performance (PLEP), including how the disability affects the student's involvement and progress in the general curriculum (AZ Academic Standards).</p> <p>Method: Review the IEP to determine if there is a present level of educational performance. Documentation of the student's PLEP on the State standards must be addressed. Documentation must be more extensive than test scores or grade level equivalents. This requirement includes preschool students at the functional or readiness levels.</p> <p>Present levels of performance for students aged 14 and up must include information about the transition service needs related to desired post school activities.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. George has reading comprehension skills that are at the beginning of the essentials level of the AZ Standards = In compliance 2. Reading 2.9 = Not in compliance 3. Linda follows 1 step directions (Language Arts - Readiness Level) = In compliance
III.B.4.b	<p>The IEP for each child includes measurable annual goals.</p> <p>Method: Review the IEP to determine if there are annual goals that can be measured.</p> <p>Examples of IEP goals and compliance calls:</p> <ol style="list-style-type: none"> 1. Reading goals: In Language Arts, John will use phonetic skills to decode words at the readiness level = In compliance John will decode words = Not in compliance 2. Math goals: Paul will multiply and divide using 3-digit by 2-digit numbers at the low essentials level = In compliance Paul will improve his math skills = Not in compliance 3. Communication goal: Ringo will demonstrate increased functional communication and fine motor control by purposefully pointing with his elbow = In compliance Ringo will make his desires and wishes known = Not in compliance 4. George will develop workplace skills by keeping a current daily planner which will be checked by teacher weekly.(standard 8) = In compliance George will improve organization. = Not in compliance 5. Bobby will demonstrate preference for an object. (7CH-FS1) = In compliance Bobby will communicate. = Not in compliance 6. Jack will speak in 3 word sentences (LS-FS4) = In compliance Jack will improve expressive language. = Not in compliance 7. Behavior goals: Martin will reduce aggressive behaviors as measured by classroom referral. (Standard 5 Comprehensive Health, Foundations) = Compliance Martin will learn to behave = Not in compliance

III.B.4.c	<p>The IEP for each child must reflect how progress toward goals will be evaluated.</p> <p>Method: Determine if the IEP identifies the assessment strategies for measuring progress. The strategy must make sense as it relates to the goal.</p> <p>Examples: teacher observation, weekly grades, behavior samples, and successful completion of identified projects</p>
III.B.4.d	<p>There must be an alignment of some, but not all, of the IEP goals with AZ Academic Standards. This item should be marked in compliance if 75% or more of the goals are aligned.</p> <p>Method: Review the IEP goals to determine if there is a clear alignment of the appropriate goals with the standards or performance objectives (PO) in the standards. The goal need not be worded exactly like a standard or PO to be in compliance. However, the reader must be able to determine, at a minimum, the area of the standard (number sense, computation, written expression, collaborative work, organizational skills) and the level of the standard (functional, readiness, foundations, essentials, proficiency) . Identification by specific PO number is also in compliance.</p> <p>Record the number of standards based goals. Record the number of all goals written. Some goals for some students may not be aligned with the AZ Academic Standards. The individualized nature of the IEP requires a student's needs to be addressed even if those needs go beyond those traditionally thought to be the general curriculum.</p>
III.B.4.e	<p>Aligned goals identify standard level</p> <p>Method: Determine if the standard level is identified within the goal. Refer to examples in III.B.4.b.</p>
III.B.4.f	<p>The IEP shall include appropriate short-term instructional objectives or benchmarks for each goal stated. If related services goals are separate from education goals, there must be objectives or benchmarks for each related service goal. Objectives or benchmarks should address transition service needs, if appropriate.</p> <p>Method: Determine if there are objectives or benchmarks indicated for each goal stated on the IEP. It is not necessary to distinguish between objectives and benchmarks, however both must be clearly related to the goal and likely to result in the achievement of the goal if successfully accomplished.</p>
III.B.4.g	<p>The IEP includes the specific special education services to be provided.</p> <p>Method: Review the IEP for a clear description of the special education services provided. This statement may be combined with other requirements listed on the IEP but should give a clear picture of the special education services provided.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. Accommodations in reading comprehension = In compliance 2. Inclusion = Not in compliance 3. Remediation in math calculation = In compliance 4. SLD resource = Not in compliance 5. Transition services through work-study = In compliance

III.B.4.h	<p>The IEP includes the consideration of related services to be provided.</p> <p>Method: Determine if the IEP team considered the need for related services. If there are no related services indicated on the IEP, there must be some notation that the team considered and rejected the need. If the team determined that related services were needed, the services must be clearly specified on the IEP. Transition services can be considered a related service.</p>
III.B.4.i	<p>The IEP includes any supplementary aids, services, and program adaptations (accommodations and/or modifications) to be provided.</p> <p>Method: Determine if supplementary aids and services are to be provided or program adaptations are to be made. Supplemental aids and services are defined as supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with non-disabled children to the maximum extent appropriate. Examples could include orientation and mobility trainers, interpreters and instructional aids.</p> <p>Program adaptations are defined as changes to the learning environment or curriculum that enables children with disabilities to be educated with non-disabled children to the maximum extent appropriate. Program adaptations must be provided on a daily basis to be used for testing. Examples could include highlighted text, reduced assignments, and modified unit tests. A more extensive listing is included in a separate file in the monitoring kit.</p>
III.B.4.j	<p>The IEP includes a statement of supports for school personnel that will be provided to the staff in order for the child:</p> <ol style="list-style-type: none"> 1. To advance appropriately toward attaining the annual goals; 2. To be involved and progress in the general curriculum and extracurricular and nonacademic activities; and 3. To be educated and participate with other children with and without disabilities in a variety of activities. <p>Method: Determine if appropriate supports for staff were considered and provided as necessary. This area on the IEP should not be left blank and may be incorporated into various locations on the document.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. Inservice training on tube feeding 2. Reduced class load 3. Teacher aide before, during, and after recess and lunch 4. Special education consultation on appropriate modifications for weekly tests in spelling.

III.B.4.k	<p>The IEP includes consideration of extended school year services.</p> <p>Method: Determine if the decision about the need for ESY was made on an individual basis at the IEP meeting. ESY can not be excluded on the basis of a particular category of disability, the age of the student, or the availability of LEA resources.</p> <p>This item should not be marked U. There needs to be a written explanation as to why ESY is or is not needed. "To be determined" is only acceptable when the IEP is an initial IEP developed by the LEA and when sufficient history regarding the student's needs is not available. There should be a description of the data needed for an ESY decision to be made and at what time that decision will be made.</p>
III.B.4.l	<p>The IEP team considered strategies and supports to address behaviors that impede the student's learning or the learning of other students.</p> <p>Method: Determine if the IEP team considered whether or not the student needs behavioral interventions. If there is any evidence that the student has a problem with acceptable behavior, this area must be addressed in the IEP. Evidence of strategies and supports may be located throughout the document such as goals and objectives, counseling services, and behavior plans.</p>
III.B.4.m	<p>Documentation of participation in AIMS, SAT 9, and LEA-wide tests</p> <p>Method: Determine if the IEP contains documentation of the student's participation in state and LEA achievement testing.</p>
III.B.4.n	<p>Documentation for AIMS includes subject areas and Standard levels</p> <p>Method: Determine if documentation addresses each area of the AIMS test and indicates the Standards level at which the test will be given.</p> <p>Example: Joe's reading test is to be administered at the proficiency level, writing, and math tests at the high essentials level</p>
III.B.4.o	<p>Documentation for the SAT 9 includes subject areas and grade levels</p> <p>Method: Determine if documentation addresses all subject areas tested and the level at which testing will be administered in each subject area. If the student is to be tested out of grade level, there must be an indication of the level of the test and clear documentation that the test level is comparable to the student's instructional level.</p> <p>Example: Jane's reading and math will be administered at the 2nd grade level. She will be exempted from the writing test.</p>
III.B.4.p	<p>The IEP includes documentation of any adaptations in the administration of state or district-wide achievement testing.</p> <p>Method: Determine if the IEP contains documentation of the student's participation in state and district achievement testing. Adaptations (modifications or accommodations) must have a relationship to the adaptations used with the student during instruction.</p>

III.B.4.q	<p>If IEP team determines that student will not participate in assessment, there must be a statement of why assessment is not appropriate for the child and how the child will be assessed</p> <p>Method: Determine if the IEP contains sufficient justification for test exemption. Since the expectation of the law is that all students will participate in testing, this justification must be substantial.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. "Working out of grade level" = Not in compliance 2. "Too stressful for student" = Not in compliance 3. "Jane is working on writing at the functional level in the AZ standards and is unable to engage in the physical activities required of the introductory level Stanford 9 in the area of writing. Therefore, portfolio samples will be maintained." = In compliance <p>If the IEP team exempted a student from testing, determine if the IEP stipulates an alternate assessment format. The alternate assessment must address the same areas of educational performance as the test from which the student is exempted.</p>
III.B.4.r	<p>By 9th grade, AIMS Standards level and performance level by content area necessary for graduation is needed.</p> <p>Method: Determine if the IEP contains documentation of the performance level that must be demonstrated for graduation in each subject area of the AIMS.</p> <p>Example: In order to graduate, Sue will approach the standard at the essentials level in writing, meet the standard at the proficiency level in math and reading. This item can be marked U for those students in the class of 2001. For students in the 10th or 11th grade, documentation on the current IEP of the performance level necessary for graduation is sufficient for an in-compliance call.</p>
III.B.5	<p>Beginning at age 14 (or younger, if determined appropriate by the IEP team), and updated annually, the student's IEP includes a statement of transition needs that focus on the child's courses of study, including school completion planning.</p> <p>Method: For students becoming 14 years of age during the life of the current IEP, determine if there is a statement of the transition needs of the student that focuses on the student's courses of study. This may include information such as participation in college preparatory courses or a vocational education program or a more specific articulation of coursework leading to graduation.</p> <p>Review the IEP for documentation of a course of study developed to help the child make a successful transition to his or her goals for life after secondary school.</p> <p>Example: Course of study for interest in a health-related job Grade 9: Required courses plus Food Science, Career Exploration Grade 10: Required courses plus, Biology I, Health Occupations Grade 11: Required courses plus Computer Studies, Kickboxing, Health Occupations Grade 12: Required courses plus Human Relations, Chemistry, Work Experience</p> <p>The IEPs of students enrolled in elementary school districts or elementary charter schools are not exempted from this requirement.</p>

III.B.6.a	<p>The IEP includes a statement of needed transition services for each student with a disability, no later than age 16 (and at a younger age, if determined appropriate), including, if appropriate, a statement of the interagency responsibilities or any needed linkages.</p> <p>Method: Determine if an effort has been made to develop a transition plan for the student. The plan may be missing components and still be in compliance on this item. Transition requirements may be found in various sections of the IEP.</p>
The transition plan by age 16 includes:	
III.B.6.b	<p>A coordinated set of school-to-adult life activities</p> <p>Method: This statement must identify one or more of the postschool activities the student desires to pursue.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. Post-secondary education (college) 2. Vocational training (technical school, rehabilitation facility) 3. Integrated employment (independent or supported) 4. Independent living (apartment, group home) 5. Community participation (recreational activities)
III.B.6.c	<p>The IEP documents that transition services are based on the needs of the student, taking into account student's preferences and interests.</p> <p>Method: Student's needs for transition services may be incorporated in the general present level of performance or in a separate area such as present levels for transition. Checklists, relevant self-assessments, interviews with the student and/or family members and peers can be used to determine the student's preferences and interests.</p>
III.B.6.d	<p>The IEP contains annual goals and short-term objectives or benchmarks, and/or a plan for provision of transition services designed to measure progress.</p> <p>Method: Determine if goals and short-term objectives or benchmarks for transition services and/or a narrative plan for provision of services designed to measure progress are included.</p>
III.B.6.e	<p>By age 17, a statement informing the parents and student of the transfer of rights to the student at age 18.</p> <p>Method: Look for a statement that the student and parent have been informed of the transfer of rights to the child on reaching the age of majority.</p>
III.B.12.a	<p>The current progress report includes progress toward IEP goals</p> <p>Method: Review the most recent progress report to determine if it contains reference to progress toward the IEP goals.</p>
III.B.12.b	<p>Progress report indicates if progress is sufficient to meet goals</p> <p>Method: The most recent progress report must document if progress appears to be adequate for the goals to be accomplished by the end of the IEP year.</p>

V.B.2.e	<p>Required notices provided in the native language of the parent (or interpreted for the parent) and in a manner understandable to the general public.</p> <p>Method: Review the file for copies of the most recent notices (invitations to meetings, procedural safeguards notices, and prior written notices) sent to the parents. Compare the language of the notices to the primary language on the top of Schedule F-1. If the parent has requested notices in a language other than their native language, it is permissible for the notices to be sent in the requested language. The language of the student must be reviewed when the student is 18 years old and the rights have transferred or whenever the student must be invited to the IEP.</p>
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